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PATHWAYS to PROFESSIONALISM

**TRAINING AND CERTIFICATION SCHEME FOR THE TOURISM & HOSPITALITY
SECTOR IN JORDAN**



MARCH 2012

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INTRODUCTION

The current economic and tourism challenges in Jordan highlight the need for everyone, particularly those with work-based experience, those with low skills and those who have not achieved a formal qualification, to upgrade their skills levels and achieve recognition and ultimately accreditation for prior learning in the workplace. The aim of the 'Pathways to Professionalism' scheme is to significantly improve work-based training and qualifications and to up-skill and re-skill employees in operational positions within the hospitality and tourism sectors. The hospitality and tourism sectors will benefit from enhanced standards of professionalism, which will improve quality and standards throughout the sector and will ultimately impact positively on the tourist experience.

Competencies acquired in work-based and informal situations rather than solely through formal education are essential parts of individual learning. Learning that takes place outside the formal systems for education and training is much more difficult to identify, measure and value. The National Tourism Strategy for Jordan 2011-2014 has identified through its human resource development pillar that the sector requires a total of 25,000 additional professional employees over a four-year period. This equates to 6,300 new entrants to the tourism sector annually. The annual supply from colleges and other training institutions will average 2,000 graduates. Even if this number of entrants is adjusted with employment of international labor, the tourism sector will need more than 3,900 additional first entry employees. A high percentage of these employees will need to be trained on the job and receive qualifications through the workplace.

The 'Pathways to Professionalism' scheme promotes and advocates a model of professional training and development, which is enhanced by a structured program, learning materials, on-the-job training, mentoring and a national system of assessment and accreditation.

This model is based on a number of underlying principles:

- Learning is a process rather than an event and is at the heart of the provision;
- Learning (formal, non-formal and informal) must be assessed and accredited;
- The workplace can constitute a rich learning environment and work-based learning should be an integral part of the learning experience for employees;
- A sustainable partnership between training providers, the workplace and accreditation providers is necessary for the development, delivery, support and assessment of the 'Pathways to Professionalism' scheme.

In light of this, tourism and hospitality sector stakeholders are seeking a new approach to operational skills training at hotels and restaurants in Jordan, which provides existing employees with various levels of competence – for who either cannot access, or do not wish to participate in, full or part-time training programs. This is a unique opportunity for employees to pursue a recognized industry-based skills qualification. This will involve completion of a structured work-based training program to be delivered in-house by approved mentors/trainers. This on-the-job training will be continually monitored and assessed internally, but also independently verified to ensure that an employee has attained the required level to achieve recognition under the National Vocational Qualifications System in Jordan, under the auspices of the Center for Accreditation and Quality Assurance (CAQA).

Creating such a model would have many benefits for the employee and the employer, which naturally places duties and responsibilities on each. For the individual, they must be prepared to learn at work until they have attained the required level of competency for either Levels 2 or 3 in the Qualifications Matrix. For the approved hotel or restaurant, it places an onus to manage the training function to the extent that the training provided is structured, professional, continuous and of a high quality.

This document provides an overview of how such a 'Pathways to Professionalism' scheme might operate in practice, and in particular, what obligations would be placed on each participating stakeholder. The content here is intended to inform initial consultations with these stakeholders as to how best to progress in devising an effective model of industry-based vocational technical training and qualifications scheme in Jordan.

SECTION 1: CHALLENGES AND ISSUES

There are many challenges and issues associated with the introduction of an industry-based training and qualifications scheme. These main challenges and concerns can be identified as follows:

Quality of training

Perhaps the most important issue is how to ensure that employees participating in the scheme actually do receive the necessary skills and knowledge-based training to the level required. It is fair to say that in the past many hotels and restaurants failed to deliver in terms of the quality of on-the-job training. Although there have been significant improvements in this area in recent years, there remain shortfalls in many hotels and restaurants, and such problems would have to be addressed at participating companies for the scheme to operate effectively.

Employer perceptions

Employers, particularly at the present time, might initially view an industry qualification scheme as imposing significant bureaucratic challenges to their business, which would outweigh the potential benefits. However, if the scheme is designed in consultation with employers, adapted to their needs and appropriate support is offered, then such misperceptions can be easily overcome. After all, effective on-the-job training is critical in hotels and restaurants regardless of whether this takes place within the context of a formal qualification scheme, so it is something they should be doing anyway and the business case for effective on-the-job training is strong.

Employee perceptions

Employees may be concerned that they will not receive adequate or professional training and development. These perceptions can be overcome if the employer is committed and approved to participate in the scheme, and if there is an effective monitoring system in place to ensure that training does happen as required.

Educator perceptions

There is a long-standing view held amongst educators that in-house vocational training programs lack the rigor of full or part-time college courses and that it is simply not possible to offer a national qualification without some element of formal off-the-job training. This is a misperception, particularly with regards to technical skills at foundation level. A strong argument can be made that effective on-the-job training better prepares employees for a career within the industry. The 'knowledge' elements of the training programs cannot be ignored of course, but under the scheme trainees will also attend continuing professional development (CPD) courses at colleges or the Vocational Training Centers (VTCs) and JAU, to gain appropriate underpinning knowledge in topics such as health and safety, hygiene, customer care, communications, guest courtesy, first aid and menu preparation. Also, additional knowledge and theory can be imparted in the workplace through self-learning and e-learning facilities and programs.

SECTION 2: A 'PATHWAYS TO PROFESSIONALISM' CONCEPT – HOSPITALITY AND TOURISM INDUSTRY IN JORDAN

An effective partnership scheme can offer a variety of benefits to stakeholders. These include:

Employers

- Employers would be able to recruit individuals, both school leavers and unemployed seeking work, who represent the best fit with their organization. During the training period, the employer would also have an opportunity to fully evaluate the employees participating on the scheme so that upon completion of their training program the employer can retain those who have shown greatest commitment and potential.
- It is well-established that employees working towards a qualification are generally more productive and, for employers, training their own employees is shown to be more cost-effective over the longer term than recruiting qualified staff.

Employees

- For some employees, the opportunity to work full-time and receive ongoing training which leads to a nationally recognized qualification would serve as a strong motivation and as such the industry qualification scheme can attract individuals into hotels and restaurants who might otherwise overlook the industry.
- Having undergone continuous learning throughout the program, participation on a 'Pathways to Professionalism' scheme would also serve as a stepping stone into further education for some employees.
- For those who do not wish to avail of further education opportunities, attaining a national qualification would still help to raise their future employment prospects.

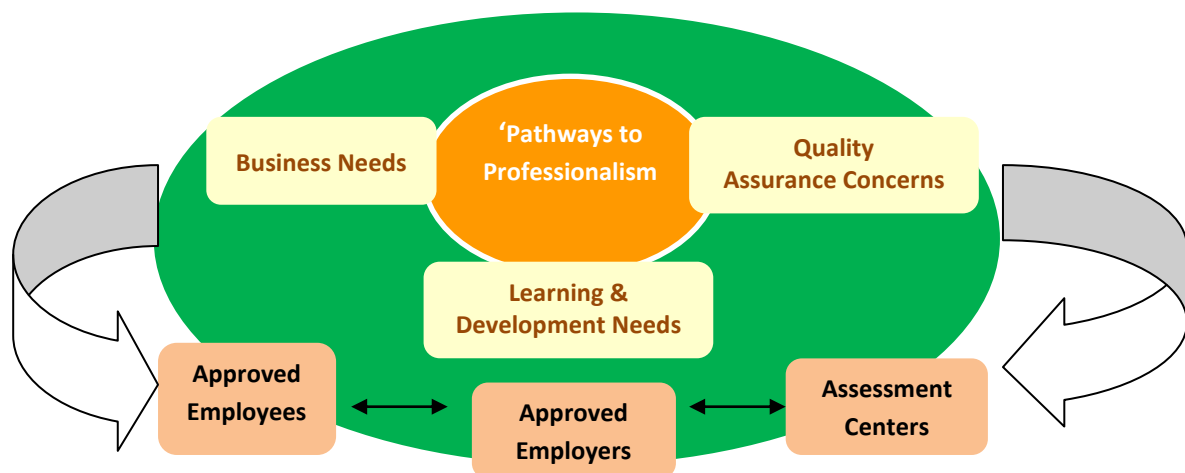
Education and Training Providers

An effective 'Pathways to Professionalism' scheme will not be a threat to training or education providers; rather it will deliver many benefits. By addressing the training needs of selected employees through a job-based scheme, educators will be able to focus their resources on appropriate continuing professional development (CPD) programs for those participating on the scheme, and for other employees such as supervisors and managers in tourism. Equally, as individuals attain industry-based qualifications, many will be motivated to continue their development by progressing towards higher level qualifications, either on a part-time or full-time basis. This will increase potential intake for colleges and universities in the longer term.

SECTION 3: THE 'PATHWAYS TO PROFESSIONALISM' CONCEPT IN PRACTICE

The proposed brand and title for the scheme is '**Pathways to Professionalism**' through approved learning companies in the hospitality industry in Jordan. It is an innovative labor market initiative that responds to current challenges faced by the industry. For educators, this scheme can offer part of the solution to demand-supply problems in relation to availability of places on college-based and other training programs. For employers, it provides a cost-effective opportunity to attract unskilled trainees into the industry and, under a structured and agreed training program, to train and develop them to the standard required to achieve an accredited qualification. For employees, who cannot either attain a place on a training program or do not wish to do so, it affords them the opportunity to work full time whilst receiving high quality on and off-the-job training. The need to ensure that this work-based training is professional and leads to a national accreditation and qualification has influenced the launch of this 'Pathways to Professionalism' scheme for the hospitality and tourism sectors in Jordan.

For the 'Pathways to Professionalism' scheme to operate effectively, it must adequately balance the often competing needs of the key stakeholders. The following diagram illustrates how the scheme works:



For the **Approved Employer**, the 'Pathways to Professionalism' scheme must be attractive and it must be structured in a way that accounts for business and operational realities, reduces bureaucracy and introduces a degree of flexibility in terms of how training is delivered in a 'real-world' setting.

For the **Approved Employees**, the 'Pathways to Professionalism' scheme must ensure that the required training is actually delivered, but also that the quality of that training is of a level that prepares them for a professional qualification.

For the **Assessment Centers** the primary concern is to ensure that the 'Pathways to Professionalism' scheme is credible and meets quality requirements and that the measurement of learning outcomes is effective to ensure that all employees participating on the scheme have verifiably reached the standard necessary to attain recognition under the National Qualifications Framework as determined by CAQA.

SECTION 4: THE 'PATHWAYS TO PROFESSIONALISM' FRAMEWORK

The proposed 'Pathways to Professionalism' scheme is a 3-pillar and 10-step framework , incorporating guidelines and responsibilities and roles for the **National Advisory Committee** (Pillar 1) for the **Employers** (Pillar 2) and for the **Assessment & Accreditation Centers** (Pillar 3).

This framework can be visualised as follows:

Pathways to Professionalism		
Pillar 1 ▼ Role of the National Advisory Committee	Pillar 2 ▼ Role of the Employers	Pillar 3 ▼ Role of the Assessment Centers
<ol style="list-style-type: none"> 1. Select and approve employers in hospitality and tourism 2. Select and register suitable employees from these organizations 3. Develop professional job standards for the job profile of the employee 	<ol style="list-style-type: none"> 4. Prepare a training and development plan for participants in the scheme 5. Prepare a Job Skills Portfolio for the employee 6. Allocate an approved Departmental Mentor/Trainer, and approved Internal Verifier 7. Verify and validate the process, performance and results of the Job skills Portfolio through the Internal Verifier, who will then nominate the employee for attendance at the local Assessment Center 	<ol style="list-style-type: none"> 8. Employees to attend an Assessment Center for testing and approval of their work-based learning achievements; in terms of knowledge, skills and attitudes at Levels 2,3. To be determined by the Center of Accreditation and Quality Assurance. (CAQA) 9. Accreditation level is approved or rejected based on the academic and practical grades achieved 10. Employee is awarded a National 'Certificate of Professional Competence' by the relevant awarding authority

To provide for the overall quality assurance of 'Pathways to Professionalism' scheme, a series of actions and tasks must be addressed within each of the 10 steps outlined in the framework. This proposal examines how the 'Pathways to Professionalism' scheme will operate in practice within participating and approved hospitality and tourism organizations in Jordan.

STEP 1: Selection and Approval of Employers

The criteria around this element of the framework can be summarized as follows;

- Approved employers will be limited to 4 and 5-star hotels, classified formal restaurants, tour operators, heritage sites (that use specialist and general tour guides) and event management companies.
- An organisational diagnostic checklist will be used to determine eligibility.
- Employers must be committed to an 'Approved Employer' culture and have a working partnership with their local education and training institutions.

The 'Pathways to Professionalism' scheme will place significant obligations on the participating employers in terms of managing the implementation of training programs and, given the commitment and resources involved, it is not a suitable initiative for application at all hotels and restaurants in Jordan. Ideally it should be limited to those restaurants that are classified under the new scheme through MOTA and JRA.

A significant challenge in devising the 'Pathways to Professionalism' schemes will be to determine how the quality assurance process for participating employers as learning companies will be managed to ensure the credibility of any certificate awarded. Therefore, at the end of the employee training program, there must be some form of final external assessment of competence, and whilst this poses challenges, its resolution will be vital in order to ensure that the 'Pathways to Professionalism' scheme is delivering the required outputs in terms of credibility, effectiveness and delivering on enhanced employee competences and qualifications.

Although the general manager of the approved organization will not be involved in day-to-day training provision, they must take a leadership role in harnessing commitment to the implementation of the 'Pathways to Professionalism' scheme and maintain an oversight role.

Key responsibilities of employers who participate in the scheme include:

- Adopting an overall leadership role in relation to the 'Pathways to Professionalism' scheme
- Generating 'buy-in' amongst the senior team and ensuring that all involved managers fulfill their roles and responsibilities in relation to the scheme
- Supporting the release of the Human Resource Manager and key departmental supervisors to be trained and approved as Internal Verifiers and Mentor/Trainers respectively
- Participating in verifying internal assessments and monitoring overall program effectiveness
- Making the necessary decisions regarding resources and manpower to support implementation and evaluation

In terms of entry-requirements for the 'Pathways to Professionalism' scheme for approved hotels and restaurants, a number of fundamental criteria apply:

Commitment to Excellence: An important selection criterion is that any approved employer wishing to participate in the 'Pathways to Professionalism' scheme must have a *demonstrable* commitment to training and development. This, at one level, is an obvious requirement, as it ensures that trainees on the 'Pathways to Professionalism' scheme are working in a hotel or restaurant where the likelihood of them receiving high quality training is high. Furthermore, those hotels or restaurants that can show evidence that they have previously achieved recognition for excellence are likely to have the necessary human and other resources in place required to participate in the 'Pathways to Professionalism' scheme. Finally, an approved organization that can show it has fulfilled the cultural and operational changes which are vital to achieve a quality or excellence award would clearly be in a better position to manage implementation of the 'Pathways to Professionalism' scheme at their operation.

Size and Scale: The 'Pathways to Professionalism' scheme will be applicable to hotels or restaurants of varying size, but to make it viable for them to participate, these operations would likely want to recruit a number of trainees onto the 'Pathways to Professionalism' scheme across the included disciplines. This in turn has important implications, because, in very small companies it may not be appropriate to have a high percentage of the overall number of trainees on the 'Pathways to Professionalism' scheme. Equally, very small operations will probably not have the necessary resources in place to manage the 'Pathways to Professionalism' scheme.

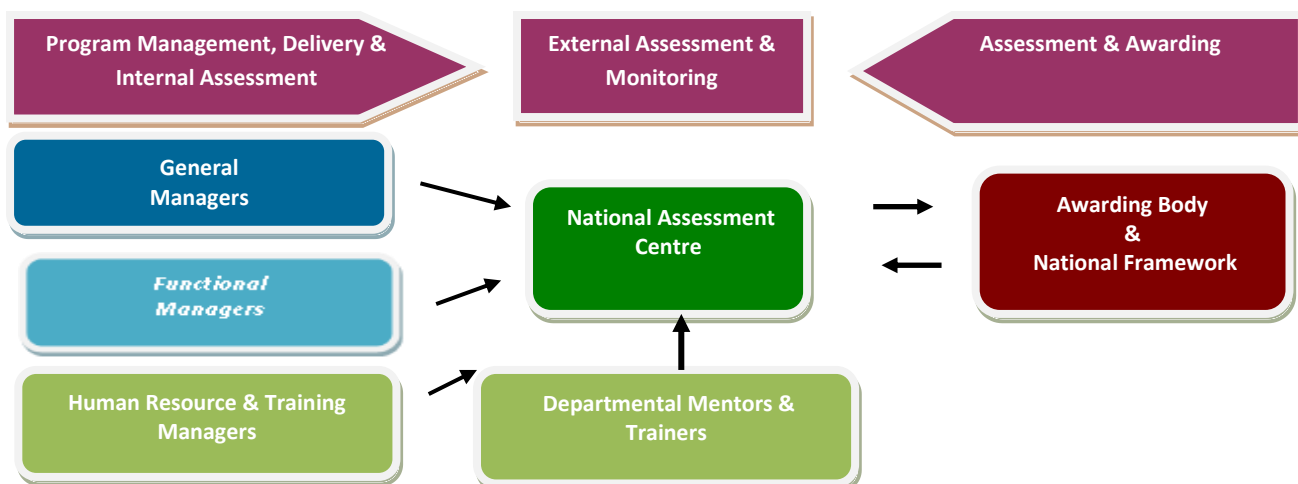
Human Resources Requirement: Participating hotels and restaurants must have a number of key personnel in place in order to join the 'Pathways to Professionalism' scheme. These include:

- Human Resource Manager
- Training Manager(s)
- Qualified Departmental Technical Trainers

This is critical issue to implementation of the scheme and as such would require significant consideration during the development phase. In effect, the scheme is not appropriate for every hospitality establishment, as only those establishments that can demonstrate a real commitment to employee development, and a proven track record in that regard, will be approved to participate in the scheme.

As highlighted above, a number of key personnel must be in place to support the operation of the 'Pathways to Professionalism' scheme within each approved organization. However, equally as important is evidence of real commitment to training and a defined structure for managing implementation of the 'scheme. Consequently, a participating employer will require the following management structure, shown below, to deliver the training, assess outcomes and continuously monitor program effectiveness. In addition, agreed channels must be in place to facilitate external assessment and overall monitoring of quality assurance.

This will therefore entail a number of components:



Hotels and restaurants wishing to participate in the scheme would have to be approved in advance and evaluated for their commitment and ability to deliver high quality training in accordance with the requirements of the scheme. This would entail fulfilling a range of criteria such as those outlined below:

Existing Training Structures and Culture

All hotels and restaurants seeking to participate must be in a position to show that they have a developed training function. This will be demonstrated in a number of ways:

- Annual expenditure on training within the hospitality sector
- Training structures and processes in place
- Employee feedback on training provided (e.g. through an employee survey)
- Defined standards of performance for departments, with supporting training records
- External recognition of their approach to training through awards attained, etc.

Management of the Scheme

The Approved Hotel or Restaurant must be willing to appoint a designated manager (usually the Human Resource Manager) to manage the scheme within the business. They may also act as Internal Verifier for the 'Pathways to Professionalism' scheme. This individual would take direct ownership for all aspects of the management of the scheme. Also, an appropriate number of qualified mentors and trainers must be in place within the approved employer, in all departments for which employees are to be recruited under the scheme. These training qualifications must be nationally recognized and current in the sense that they have been attained within the past five years. In addition, these trainers must have an appropriate industry qualification in their discipline, or a requisite number of years of practical experience as an alternative.

Training Facilities & Resources

Naturally, the quality of departmental facilities where training is to be provided must be high, but in addition, hotels and restaurants must provide a designated area where employees on the scheme can access distance learning materials and online resources relevant to their program. Trainees must also be allowed to attend relevant CPD programs designed to enhance the underpinning theory and knowledge as appropriate to the discipline of their occupation and training program.

Application to Join the Scheme

The sample criteria outlined below are intended as indicators of what the approval process will entail. A full set of approvals criteria will be developed and only those hotels, restaurants and tourism organizations that can attain the required standard will be accepted to participate on the scheme.

As part of the applications process, a potential approved organization will submit an initial application, part of which will entail the completion of a 'Readiness Indicator', encompassing details such as those shown below.

Organization Readiness Assessment			
	They are currently strong in this area	They need to improve in this area	They are currently weak in this area
Criteria	Rating		
Commitment to Excellence			
1. The approved organization (hotel or restaurant) is currently participating on an externally verified quality/excellence scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Approved Employer has achieved an award or recognition under that scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Key managers and personnel are actively involved in managing the scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrable benefits arising from participation in the scheme are measured and can be identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources			
5. The human resource function has been defined as a key business process within the approved organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A full-time Human Resource Manager is employed by the approved employer and is seen as a senior leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Key measures are in place to demonstrate the effectiveness of the human resource function at the approved organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training Function			
8. There is a full-time Training Manager employed at the approved organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. An annual training plan is prepared which includes, but is not limited to, mandatory training, customer care, employee and management development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. An annual training budget is prepared in line with the plan and overall expenditure on training corresponds to best practice industry norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The learning has a defined induction program in place which is delivered for all new trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The Training Manager is actively involved in the planning, delivery and assessment of training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. An appropriate system is in place to maintain the necessary training records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The training function has been independently assessed as representing a best practice approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmental Training			
15. Qualified Departmental Trainers are employed in all key operational departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. These Departmental Trainers have defined obligations in terms of managing and delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Departmental training plans are prepared on an ongoing basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Documented standards of performance are widely used throughout the hotel or restaurant to ensure consistency in work based training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. There is an approach in place to assess the effectiveness of departmental training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Appropriate departmental training records are maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the application – which will address all areas deemed essential to the successful application of the 'Pathways to Professionalism' scheme, as well as this readiness indicator, an initial assessment of suitability will be made. For those applicants meeting the requirements, an on-site visit and assessment will be made before approval to participate on the scheme is granted.

With this structure in place, all key managers are involved in the management of the 'Pathways to Professionalism' scheme in some way, with some naturally having more direct daily input than others; however, it must be seen as a collective effort and the Advisory Committee provides a platform for harnessing that input. There are also formal linkages that allow for external assessment and the monitoring of quality assurance.

STEP 2: Select and register suitable employees from these organizations

The criteria around this element of the framework can be summarized as follows:

- Registered employees regardless of age or gender will be those in operational departments and have achieved at least level 1 (limited skilled) by qualification or by experience on the CAQA skills levels matrix;
- Registered employees, who have considerable function and job experience in an operational department, and may have a recognized qualification at levels 1 or 2 on the CAQA skills levels matrix;
- Registered employees must be committed to work-based skills and underpinning knowledge training, including e-learning and project assignments.
- They will be required to submit a personal profile of job knowledge and experience, and complete relevant registration forms and register with the VTC and/or a designated assessment center.

The recruitment of employees to the 'Pathways to Professionalism' scheme will be in the remit of the approved hotel or restaurant. The purpose of these requirements is twofold: firstly, they should prove attractive for employers, as it allows them to get maximum benefit out of the 'Pathways to Professionalism' scheme in terms of the number of employees who can participate. On the other hand, limitations are set to ensure that an employer does not register more trainees than can be effectively trained under the 'Pathways to Professionalism' scheme, or that there are not too many in any given department. Programs to be offered under the 'Pathways to Professionalism' scheme will span the following disciplines:



These are core occupations within any hotel or restaurant, and are primarily skills-based. Therefore, there is strong potential to train employees on-the-job to the level required to attain a professional award.

STEP 3: Develop professional standards for the job profile of the employee

The criteria around this element of the framework can be summarized as follows:

Job Standards will be developed for each key occupational profile within the hotel, restaurant or tourism/event organisation. The range and scope of the standards will

reflect the guidelines of the 'Pathways to Professionalism' scheme and will concentrate initially in the technical job profiles of the sector.

These jobs will be broken down into **Functions & Duties** and these will be broken down further into **Tasks**; and each task will then be analysed further into **Skills, Knowledge and Attitudes** (See appendix1). The standards will be at levels 4 or 5 on the CAQA Matrix. These will form the basis of the training program for the employee as set out in Step 3 of the framework, and the Job Skills Portfolio as set out in step 6 of the framework.

STEP 4: Prepare a training and development plan for participants in the scheme

The criteria around this step of the framework can be summarized as follows:

- The training and development plan will include the range and scope of jobs and tasks to be experienced and practiced over a defined period of time, under the supervision of the approved departmental mentor/ trainer. Related knowledge-based learning, using e-learning programs, case studies and learning resource materials will also feature in the training plan.
- After the successful completion of each step in the trainees training plan a detailed discussion will take place with the mentor/trainer highlighting any issues that are outstanding or may be improved. These discussions should be recorded and monitored.
- The plan will also provide for attendance on selected continuous development programs (CDP) to gain underpinning theory, knowledge and awareness on theoretical topics associated with the level of qualification applied for, such as; Health and Safety, Basic Legislation, Customer relations, Menu Planning etc. As part of the Pathways scheme the trainee will be required to attend a workshop at the designated Assessment Center, to get an introduction to the processes of the Assessment Center and the requirements of the employee during the assessment and accreditation event.

The competences and content (skills knowledge and behaviors) will be defined for each occupational program. A general overview of programs within these disciplines includes the following elements:

Award	Levels 2 or 3
Duration of training program	This will depend on the range and scope of the job and competence requirement when matched against the current competence achievement of the employee.
Competences	The required competence set in each discipline will be defined and a structured training program devised to provide employees with those skills, knowledge and behaviors. The supporting knowledge associated with the skills will also be defined and must be delivered either as part of the on-the-job training, through self-learning programs and technologies or supplemented by attendance at CPD programs

Clearly, participating employees will not be in training mode during all of their working period; however time must be allowed for them to assimilate skills and achieve competence before progressing to the next skill set. However, the requirements for the delivery and timing of training will be highly structured and will define the set of skills to be trained each week/month for the duration of the program.

In addition, guidance will be given as regards:

- The minimum time to be devoted to training in each skill;
- The minimum time to be allowed before competence is assessed;
- The supporting knowledge relevant to each skill which must be imparted as part of the on-the-job training and through further training as appropriate.

Each approved departmental mentor/trainer will be responsible for delivering the on-the-job skills training and covering the associated supporting knowledge requirements. The Training Manager will deliver additional supporting knowledge in line with program requirements; in reality, the supporting knowledge associated with programs at CAQA levels 4 and 5 is generalist in nature and not particularly onerous and should not pose major difficulties in terms of delivery for an experienced and qualified Training Manager. Where specialized skills, such as IT training is required as part of a program, the approved organization must be prepared to make the necessary arrangements to provide this knowledge either in-house or off-the-job.

Full trainer packs and resources will be provided in each discipline denoting a week by week breakdown of what must be covered for the duration of the program. Training records give a framework to make sure that nothing is missed and also help to record what training an individual has received and how much more they may need before they can perform the task time and time again, totally unaided.

Each employee will have a **Personal Competence Passport** within which training is recorded and competence signified. This document will also be used to facilitate internal and external verification of competence.

STEP 5: Prepare a Job Skills Portfolio for the employee

The Job Skills Portfolio will highlight the job standards that the employee needs to achieve in the workplace based on their previous education, experience and level of qualification required.

- At the onset of training a fully detailed Job Skills Portfolio should be introduced to the trainee so that they may become familiar with the skills that they are going to learn and need.
- This will then be closely monitored by the Departmental Mentor /Trainer, who will sign off as appropriate on the fact that the employee has provided the evidence that he/she has the necessary skills, knowledge and related attitudes to be classified as competent in that particular job and associated tasks.
- The Job Skills Portfolio must be completed by the employee and Departmental Mentor/Trainer and is then ready to go forward to be verified by the Internal Verifier within the organization, who will normally be the Human Resource Manager.

STEP 6: Allocate an Approved Departmental Mentor/ Trainer, and Approved Internal Verifier

Approved mentors/trainers are likely to be Heads of Department and supervisors (sous chefs, assistant head waiters etc.) who have the formal qualifications and experience to provide support and knowledge and technical training on and off-the-job for registered employees under the 'Pathways to Professionalism' scheme. They must also successfully complete a 5-day program on training skills, coaching skills and theoretical teaching techniques and all aspects of implementing and administering the 'Pathways to Professionalism' scheme within an operational department. On completion of this program they will be registered initially as 'Approved' by the National Steering Committee. Approved internal Verifiers will normally be either the Training Manager or, depending on the size and status of the organization, will be the Human Resource Manager. Again the Internal Verifier must attend a 2-day program on all aspects of

administration of the scheme and achieve knowledge and techniques on coaching interviewing, evaluating competences and measuring performances to secure approval and registration

Frequently, the provision of on-the-job skills training at hotels and restaurants is poor in terms of frequency and indeed quality, this cannot be allowed to happen in relation to this 'Pathways to Professionalism' scheme. Consequently, an appropriate number of qualified trainers and assessors must be in place within the approved organization, one in each department for which employees are to be recruited under the 'Pathways to Professionalism' scheme. Trainers must have recognized training qualifications that have been attained within the past five years. In addition, these trainers must have an appropriate industry qualification in their discipline, or a requisite number of years of practical experience as an alternative. Specific roles and responsibilities include:

Roles and Responsibilities for Approved Trainers

Each employee will have a Personal Competence Passport within which training is recorded and competence signified. This document will also be used to facilitate internal and external verification of competence. The Trainer must fully understand the skills and knowledge components of the skills program for which they are responsible – i.e. chef, waiter etc. They must also;

- Work with the Training Manager to plan training in accordance with program requirements;
- Deliver the required skills training, using defined SOPs to ensure consistency, and impart all supporting knowledge associated with those skills;
- Conduct assessments of competence in line with program assessment criteria and ensure that all assessments are credible and accurate;
- Support, guide and coach trainees on an ongoing basis;
- Provide continuous feedback to the Training Manager on their performance – attitudinal and skills related;
- Maintain all required records of training delivery and competence assessments in conjunction with the Training Manager.

The Departmental Trainer will, in the first instance, assess employee competence against each skill and record competence in the skills passport. The Training Manager must then monitor these assessments of competence through ongoing observations and questioning of participating trainees. Finally, at the 'Pathways to Professionalism' scheme meetings these assessments will be signed-off, whereby the input from all relevant mentors/trainers can be used to verify the assessments. A regular internal verification mechanism will have to be agreed whereby the approved internal verifier visits the Department periodically to verify the training and competence progress. The Human Resource Manager will take overall ownership and management for the scheme in each approved organization.

The Human Resource Manager will be responsible for:

- Internally managing the applications/approval process and submitting all necessary documents required;
- Ensuring that the necessary resources – human and otherwise – are in place to support the 'Pathways to Professionalism' scheme;
- Communicating the 'Pathways to Professionalism' scheme internally to the wider management team, ensuring that individual roles and responsibilities are explained and that overall commitment to the 'Pathways to Professionalism' scheme is high;
- Guiding the efforts of the Training Manager in the ongoing management of the 'Pathways to Professionalism' scheme;
- Overseeing the recruitment of trainees and ensuring their ongoing satisfaction with their training;
- Participating in the internal verification of competence assessments, as well as monitoring ongoing management of the scheme;
- Liaising with the Assessment Center in relation to the effective operation of the 'Pathways to Professionalism' scheme.

The Human Resource Manager also has a vital role to play both in generating commitment amongst the wider management/supervisory team and in ensuring the 'Pathways to Professionalism' scheme is operating in a viable, credible and sustainable fashion. The Training Manager is also an essential person with regard to the effective operation of the 'Pathways to Professionalism' scheme within an approved organization.

The training manager in an approved hotel or restaurant ensures that all obligations with regards to the 'Pathways to Professionalism' scheme are fully adhered to and that the required training is planned and delivered by the approved departmental mentors/trainers and competence assessed at defined intervals. The key responsibilities for the Training Manager include:

- Fully understanding the content, structure and logistics associated with each program discipline for which training is required;
- Working closely with the approved Departmental Trainers to plan training delivery in accordance with program requirements;
- Ensuring that the necessary training is delivered according to agreed plans;
- Providing direct training to trainees on relevant 'knowledge' elements of programs, or organizing external providers where required;
- Monitoring the accuracy of the competence assessments made by the Department Trainers, so that they can guide final 'sign-off' at the 'Pathways to Professionalism' scheme meetings;
- Supporting trainees enrolled on the 'Pathways to Professionalism' scheme and addressing any concerns/blockages;
- Communicating with the HR Manager/Internal Verifier and other senior personnel as to the ongoing operation of the scheme;
- Maintaining all administration and records – including employee 'Competence Passports' – according to program requirements.

In addition the Training Manager can naturally perform other training functions such as delivering inductions etc., providing customer care training and employee and management development programs and organizing appropriate CPD programs for the registered employees

However, their primary focus must be on ensuring the smooth operation of the scheme within the organization. In light of the diversity of this role and the fact that they will be

involved in delivering specific knowledge elements of programs, the skills and knowledge-based required to succeed in this role are broad and varied. The Training Manager will also be required to attend a 2-day workshop to become approved and familiar with the 'Pathways Scheme' and understand their roles and responsibilities under the scheme.

Step 7: The Internal Verifier will approve the job skills portfolio and will then nominate the employee for attendance at the local Assessment Center

As stated earlier, the role of the Internal Verifier is normally the function of the Human Resource Manager or the Training Manager, depending on the size and scale of the organization.

The Internal Verifier effectively signs off on the validity of the training process and verifies and certifies that the employee is now ready to be assessed and their job standards accredited at the designated local Assessment Center.

Trainee Job Skills Portfolio	Date of Training	Date when Trainee is Considered Competent	Internal Assessment Completed		Internal Verifier Sign-off
			Trainee Initials	Trainer Initials	
Skill Area 1 Outcomes expected					
Skill Area 2 Outcomes expected					
Underpinning Knowledge and Level of Understanding					

Monitoring implementation of the scheme within each approved organization is another critical task and again will entail internal and external components. As described earlier the Training Manager, HR Manager and Departmental Trainers will be collectively responsible for monitoring how the program is being implemented on a continuous basis.

STEP 8: Employees to attend an Assessment Center for testing and approval of their work-based learning achievements; in terms of knowledge, skills and behaviors at Levels 2 and 3 - as determined by the Center of Accreditation and Quality Assurance. (CAQA)

Assessment Centers will be accredited by CAQA. The approved employer, through their Internal Verifier must nominate the employee at the stage where they conclude that the employee has achieved the required level of competence in terms of skills, knowledge and behaviors, and has completed their personal Job Skills Portfolio. This will also be verified through details and certificates of any CPD programs, both internal and external, that the employee has successfully completed during the training period

The employer will also be required to pay the appropriate fee on behalf of the employee directly to the Assessment Center. This is to ensure transparency and credibility to the process.

The employee then attends the Assessment Center at an appointed date and time and completes a process which entails the following:

- Knowledge test
- Practical test
- Case study exercise
- Interview

This will take place over a period of 2 to 3 hours, under the management of the academic and administration staff of the Assessment Center.

STEP 9: Accreditation level is approved or rejected based on the academic and practical grades achieved.

Based on the results of the process outlined in step 8 of this framework, the employee will either be deemed to be 'competent' and nominated for accreditation at the level of application; or deemed to be 'not yet competent' and provided with identified areas for improvement and encouraged to reapply for assessment. The employer will also be notified of the outcome and the proposed action plan for their employee, where appropriate.

STEP 10: Employee is awarded a National 'Certificate of Professional Competence' by the relevant Awarding Authority.

The employee will be awarded a 'Certificate of Competence' at either level 4 or 5 within the National Vocational Framework as recommended by CAQA and/or E-TEVET. Appropriate graduation ceremonies will be held to recognize the achievements of both trainees and employers within the sectors. This will then provide further promotion opportunities for the trainee, either within the registered organization or within the sector, or it will allow them to gain valuable international experience. It also provides opportunities for the now competent and accredited employees to continue their professional development through further education and training programs within the education system in Jordan.

The approved organization will also receive recognition as a successful training and development organization and with added benefit of this recognition and achievement will ensure a reputation as an employer of choice within their sector in Jordan.

SECTION 5: CONCLUSIONS

The 'Pathways to Professionalism' scheme, as broadly outlined in this paper, has the potential to generate significant benefits for employers, employees and educators. For certain employees it will provide a route to a qualification that enables them to work full-time and receive their training in the workplace. For employers, whilst it does place significant obligations on them, the reward from the scheme is that they gain employees who are likely to be more motivated and committed to the employer, whilst at the same time working at lower rates of pay in return for their training.

The key to making the scheme succeed is that relevant stakeholders come together to devise a model, based on the principles outlined here, which balances their needs. The scheme must have rigor and not damage the credibility of the national and education-based qualification. At the same time, the structure and management of the system must not place unrealistic bureaucratic responsibilities on employers, which would deter participation on the scheme.

An effective 'Pathways to Professionalism' scheme would also, over time, radically change how training at this level is managed within the industry in Jordan. Employers, who after all serve to gain most from having competent and qualified employees, would take greater ownership for developing occupational skills at entry-level. This in turn would enable colleges and other institutions to target what are becoming increasingly limited resources for delivering higher level qualifications, which is where in reality they can add the greatest value.

APPENDIX 1

‘Pathways to Professionalism’

Cookery Traineeship-

5* Hotels and 4 Fork Restaurants

Work-Based Learning Program Template

Chef Training – Basic level – level 2.

Trainees will demonstrate the following competences on completion of each module:

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
1. Culinary Skills	<ul style="list-style-type: none"> • The organization of a professional kitchen • Quality food products and their production methods • The sensory properties of food, including visual examination, taste, color, texture, smell • Food and workplace safety (note: this will be threaded through all modules of the program) • Food cost and quality control (the food cost control cycle; materials costing, and purchase specifications; standard recipes and dish specification; portion control and dish costing; product viability) safety (note: this will be threaded through all modules in the Program) • Scientific principles underpinning cookery processes (note: this will be 	<ul style="list-style-type: none"> • Demonstrate cutting skills including mirepoix, bouquet garni, julienne, brunoise, duxelles, tomates concassé • Prepare classical stocks, soups, sauces, glazes • Apply a range of cookery processes to meat, poultry, game, fish/shellfish, vegetables and other commodities; prepare a range of vegetarian meals • Prepare and present continental, cooked and buffet breakfasts • Comply with food, health and safety legislative and regulatory requirements (note: this will be threaded through all modules in the program) • Apply the principles of food cost, 	<p>In Module 1, learners are introduced to key personal attributes, attitudes and professional practices required for a successful career in the hospitality sector.</p> <p>This learning is expanded and developed through <u>each of the 10 modules of the Program</u> and should be reinforced through practical application in the workplace.</p> <p>Areas addressed include: <u>Personal characteristics</u> Learners will be able to:</p> <ul style="list-style-type: none"> • Present a professional appearance through good grooming, hygiene, posture,

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
	threaded through all modules in the program)	portion and quality control (note: this will be threaded through all modules in the program)	wearing and maintaining uniform, following workplace dress code
2. Classical Cuisine	<ul style="list-style-type: none"> The historical origins, quality points and nutritional value of International Middle Eastern & European) classical dishes 	<ul style="list-style-type: none"> Prepare and present a range of classical dishes from the chosen countries in both small scale and volume production 	<ul style="list-style-type: none"> Be punctual, flexible and reliable Demonstrate workplace integrity Manage time effectively
3. Larder	<ul style="list-style-type: none"> The classification, quality points and physical structure of a range of meats, poultry, game, fish, shellfish, offal, vegetables, dairy and farinaceous products, cereals, pulses, grains, eggs and fruits Food preservation and preparation techniques for a range of commodities Quality points of a range of local cheeses 	<ul style="list-style-type: none"> Prepare commodities including preparation of whole fish and relevant cuts; butchery of whole and part carcasses and cuts of meat Apply food preservation techniques, including smoking, curing, pickling, chutneys and relishes Produce a variety of classical and innovative salads, hors d'oeuvres, dressings, hot and cold sandwiches and a cheeseboard 	<p><u>Professional practice</u></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate awareness of personal accountability for knowing and complying with legislative and regulatory requirements Demonstrate professional hygiene, health and safety practices Describe the impact of a positive attitude on co-workers, the organization and customers Exhibit ethical conduct in the workplace
4. Pastry,	<ul style="list-style-type: none"> Standards and grades for pastry, 	<ul style="list-style-type: none"> Produce a range of fresh and 	

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
Baking & Desserts	baking and dessert ingredients and products, including fresh and convenience products <ul style="list-style-type: none"> Processes and techniques for the production of a range of pastry, baking and dessert products 	convenience breads, pastes, cake and sponge products, hot and cold desserts	<ul style="list-style-type: none"> Recognize and respect cultural and other diversity in colleagues and customers <p><u>Learning and career development</u></p> <ul style="list-style-type: none"> Reflect on current role and responsibilities, professional development and learning to date.
5. Menu Planning & Applied Nutrition	<ul style="list-style-type: none"> The principles of menu planning The role and function of menus <ul style="list-style-type: none"> Identification of nutrients and their sources; effects of processing on food 	<ul style="list-style-type: none"> Plan a well composed menu to meet nutritional and dietary needs, taking into account seasonality and local availability of produce, and current factors influencing food choice Design and print a menu card; demonstrate basic menu writing skills 	<ul style="list-style-type: none"> Identify personal strengths, weaknesses, challenges and opportunities Receive and positively respond to feedback Identify personal and career goals <p><u>Communications</u></p> <p>Learners will be able to:</p>
6. Food Science Technology	<ul style="list-style-type: none"> Scientific principles influencing the properties, preservation and preparation of natural foods Key features of modern kitchen equipment, technology and 	<ul style="list-style-type: none"> Appropriately use a range of contemporary kitchen equipment and food production systems in small scale and volume cookery 	<ul style="list-style-type: none"> Explain the importance of communications between front and back of house operations Demonstrate an

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
	practices <ul style="list-style-type: none"> • Introduction to current and emerging trends in food production methods and technological advances in culinary preparation and techniques • Energy efficiency and waste management 		understanding of the importance of positive customer communication from initial contact through the sequence of service to bill payment and farewell <ul style="list-style-type: none"> • Appropriately respond to customer complaints and compliments
7. Meal Service	<ul style="list-style-type: none"> • The concept of the 'meal experience' • Service styles for different food operations • The principles of effective customer service 	<ul style="list-style-type: none"> • Follow the sequence of service from initial guest interaction through plate and wine service to bill payment 	<u>Teamwork</u> <ul style="list-style-type: none"> • Describe the characteristics of a successful team and its individual members • Identify sources of conflict and possible solutions • Assess strengths and weaknesses of own contribution to a team, and evaluate the overall achievement of the group • Demonstrate effective communications within teams, including
8. International Cuisines	<ul style="list-style-type: none"> • Origin, cultural background, ingredients, dishes, cooking styles and specialised equipment associated with the major world cuisines 	<ul style="list-style-type: none"> • Prepare and present a range of authentic dishes from the Middle East, the Mediterranean, and other world cuisines 	
9. Personal	<ul style="list-style-type: none"> • The principles and practices of 	<ul style="list-style-type: none"> • Effectively participate in teams 	

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
Effectiveness	personal effectiveness <ul style="list-style-type: none"> • Communications, presentation skills and problem solving • Organizational structures and roles • Effective teamwork 	(including multi-cultural teams) and in workplace meetings <ul style="list-style-type: none"> • Deliver presentations, using appropriate visual aids • Demonstrate use of problem statements 	multicultural teams Learners will be able to: <ul style="list-style-type: none"> • Demonstrate personal initiative and resourcefulness in editing and amending technology based instruments to ensure they are fit for purpose.
10. Technology	<ul style="list-style-type: none"> • Common uses, features of computers, stock control; technology and food hygiene and food testing instruments 	<ul style="list-style-type: none"> • Use technology to enhance understanding and legibility and be able to prepare information for mentoring • Produce a formatted food costing template, complete with formulae • Prepare a HACCP recording sheet 	